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MISSIONARY EFFORT IN INDIA

BY

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[In the following article Sir P. S. Sivaswami Iyer gives a sweeping survey of the motives, methods and results of Christian missionary movement in this country. His remarks are mainly by way of a review of the well-known report recently issued by a commission of American Protestant laymen, under the title Re-Thinking Missions, but they also form a comparative study of the Lindsay Commission Report and throw valuable suggestions regarding the lessons which the example of Christian missions offers to the Hindus. Sir Sivaswami Iyer points out how the presence of Christian Missions in this country has stimulated social liberalism and missionary movements among the Hindus. We may perhaps not be wrong in saying that contact with Indian culture and religious thought has also exercised a similar leavening influence on Christianity by infusing it with greater religious liberalism. May we not claim that the tone of the Laymen's Report is itself a result of this influence ?]

Foreign Christian missions have been at work in India for a long time and it is only natural that attempts should be made from time to time to appraise their achievements and review the situation for the purpose of considering whether any changes are called for in policy or programme. The work of these foreign missions may be viewed from different angles. It may, for instance, be examined from the point of view of the foreign supporters and subscribers to the funds of the missions, from the point of view of the communities in India and the main religions prevalent in India, or from the standpoint of world culture. Foreign missionary societies and those who subscribe to their funds are inclined to ask how far the activities of their missions have contributed to the spread of Christianity in India and what accession

of strength has been received by the Christian Church in India. Whatever other motives might have operated the primary motives of the missionary societies has been the conversion of the people of India to Christianity. The societies and their supporters look forward to large conversions as the legitimate harvest of their activities. Though the activities of the missions have taken different forms and spread over the fields of educational enterprise, medical relief or agricultural and rural uplift, the primary motive behind all the activities has been to win over the people of India to the Christian Church. Evangelism, direct or indirect has been the purpose of the missions. Where it has not been direct, it has sometimes been described as a *preparatio evangelica.*

Quite recently the results of missionary work have been examined by two important commissions. One was the commission on Christian higher education in India of which Dr. A. D. Lindsay was the chairman. This commission was appointed by the International Missionary Council at the request of the National Christian Council of India. The commission was entrusted with an enquiry into the value of the mission colleges as a missionary method under present conditions and the extent to which the mission colleges were contributing to the upbuilding and strengthening of the church. The members of this commission were mostly churchmen who had laboured in the field of higher education. The main object of their recommendations was to increase the efficiency of the Christian colleges in India by a policy of co-ordination and concentration of effort and by a re-organisation of the missionary colleges. The other commission was appointed by the Directors of the Laymen's Foreign Missions Inquiry of America and was composed almost entirely of distinguished laymen eminent in the field of education and other fields of public work. Among the questions which this commission had to consider was the attitude of Protestant Christianity towards non-Christian religions. The report of this commission was published under the title "Re-thinking Missions." Though the members of both the commissions were imbued with the spirit of Christianity, there is a remarkable difference in the spirit and character of the two reports. While the scope of the Lindsay Commission was restricted to the subject of higher education in the Christian colleges, the Laymen's Commission covers the entire field of missionary activities in India. The recommendations of the Lindsay Commission may fairly be summarised as directed to the one object of improving the organisation and efficiency of the Christian colleges from the evangelical point of view. The question which they put to themselves is whether all the educational work was calculated to draw men to faith in Jesus

as their saviour and to the profession of their faith in baptism. This is the point of view from which the whole inquiry has been conducted by the Lindsay Commission, and they did not concern themselves about the wider issues raised by the environment in which the Christian Missionary has to labour, and the social religious and cultural traditions and beliefs of the people among whom the missionary has to carry on his work. They expect the Christian College Staff to avail themselves of every opportunity afforded by the contacts of college life to lead their students to personal allegiance to Jesus Christ. Evangelism by every possible means is to be the dominant aim of the Christian colleges, without prejudice of course to the efficiency of education in the secular subjects.

Not merely in regard to the scope of the inquiry but in other respects also the report of the Laymen's Commission offers a refreshing contrast. Representative as the Laymen's Commission was of the finest American culture, their report is distinguished by its breadth of outlook, sympathetic understanding and appreciation of the religions and cultures of the East, and keen insight into the psychological conditions of the problem. They have studiously endeavoured to adopt an objective attitude in the appraisal of the work of the Christian missions. What they mean by an objective attitude is explained by them as meaning not a coldly critical attitude, but one which endeavours to consider always the greater interest rather than the lesser, the good of humanity rather than the growth of a special movement. Mindful of the devotion of the workers in the missionary field and the pedantry sacrifices made by the supporters of the mission, they considered whether the missionary effort has been wisely directed and to its noblest ends. The result of the approach to the problem in this spirit is an admirable survey of the whole situation and a wise contribution to the right orientation of missionary enterprise in the East. In a report so remarkable for the excellence of its ideas and the felicity of its diction, it would be invidious to select any particular portion for special commendation. But if I were asked to make a selection for readers who may not have time to read the whole report, I would suggest the first part which deals with general principles and gives the clue to the recommendations contained in the later portions of the book. The Laymen's Commission does full justice to the primary motive which has lain behind all missionary enterprise, namely, the urge felt by noble minds to share with the rest of the world the truths which they consider most valuable. It is the same spirit which has led seers and sages to proclaim the truth from the house-tops and to preach their creeds by the spoken or the written word. The passion for saving men, for helping them to over-

come evil and misery and fear, no doubt implies a sense of the danger of the unsaved. While the distinguishing merit of Hinduism is its readiness to admit that there may be more than one door to salvation, the orthodox Christian believes in the impossibility of salvation except through allegiance to Christ and baptism, and believes that the souls of others are bound to be damned. The Laymen's Commission .point out that God has not anywhere left Himself without witness and that the clean breach method of the earlier missionaries with its uncompromising attitude towards local tradition, social scheme and religion involved an enormous cost in human suffering like medieval surgery, and that they failed to recognise that if a new idea was to take sturdy root, it should make a maximum use of whatever kindred ideas there have been before. The defects which the commission point out in the attitude of the earlier missionaries have not ceased to characterise the mental attitude of the missionaries and churchmen of the present time. The commission observe that the view that the religions of the East are responsible for the defects of oriental society and custom are the counterpart of the equally hasty social theory which makes Christianity responsible for all the advantages felt in western life. The defects observed in Hindu society are no more attributable to the Hindu religion than the glaring contrast between the practices of Christendom and the Sermon on the Mount. The claim that admission to the Christian fold implies a moral and spiritual re-birth is hardly justified by our experience of the failure of Christianity to influence the life of societies which have for ages followed the Christian creed. The failure of Christianity to dominate the economic and political life of the West and the relations between the nations of the world or between the white and coloured races does not certainly bear witness to any abiding influence of the Christian religion over its followers.

Three important changes in the world which are bound to affect the attitude and direction of missionary enterprise are pointed out by the commission. The alteration in the theological outlook brought about by progress of science, the emergence of a world-culture with its attitude towards religion and the problems of society and the rise of nationalism in the East are factors which call for re-thinking on the part of the missions and a reconsideration of the Protestant attitude towards non-christian religions. The missionary has to overcome a natural tendency to depreciation of the religions and cultures of the country. He must aim at the promotion of world unity through a spread of the understanding of the vital elements of all religions and must look upon himself as a co-worker with the forces which are making for righteousness within every religious system. Instead of regarding superstition

as a special peculiarity of Hinduism, the missionary must recognise it as incidental to a low stage of general enlightenment and to every religion, including Christianity, in the pre-scientific era. Christianity will be true to its purpose and mission by aiding in the struggle to eliminate superstition from its own and other systems. It must carry out this duty "by promoting the scientific habit of mind and demonstrating its own fearlessness in the presence of science by making clear what the function of religion is in completing the unfinished world view of science, adding the element of value and meaning which science, taken alone, would omit, and by working with enlightened members of all faiths for a non-superstitious conception of Providence and prayer." While the members of the commission are devout believers in truth of Christianity, their attitude to the non-Christian religions is directed by a spirit of open-minded fairness. They recognise that the life of every living religion involves a constant groping for a better grasp of truth, that all fences and private properties in truth are futile and that the final truth, whatever it may be, is the New Testament of every existing faith. While they desire the triumph of that final truth, they consider it probable that the advance to the goal may be by way of the immediate strengthening of several of the present religions of Asia, Christian and non-Christian, together. The true Christian must look forward not to the destruction of the religions of Asia, but to their continued co-existence with Christianity, each stimulating the other in growth towards the ultimate goal of unity in the completest religious truth. They recognise the prevalent defects of pure evangelism even at its best and observe that the right approach to Christianity is not always by preaching the word. Evangelisation should be not by word, but by deed, not as a direct aim but as a by-product of a life whose sources of energy make their own report. It does not dispense with the use of verbal interpretation when a real desire is expressed to know why and how men are led to live that way. In short they believe in evangelising by living and by human service. On this basis they wish Christian philanthropic work to be freed from the responsibility for evangelisation; and they apply this principle to the educational, medical and other aspects of philanthropic mission work. The Laymen's Commission have realised far more clearly than the Lindsay Commission that the real issue that confronts the modern world is not conflict between one religion and another but between religion generally and no religion, and that in this conflict it is to the interest of all religions to unite their forces instead of dissipating their energies in futile controversies about their rival merits, and that the one goal of all religions is the promotion of the highest good of humanity by leading individuals as well as society to a higher way of life. The conception of a 'good

life' includes the salvation of the individual as well as the service of humanity at large. Both these aims have been inculcated by the religions of the East as well as by Christianity. There has been a difference of emphasis on this or that aim in different epochs.

What has been the influence of the Christian missions upon the life of the people of India ? The most tangible result and the one to which missionary enterprise has looked forward as its aim is the conversion of considerable sections of the population, especially among the depressed classes. The result of a change of faith has been to raise the social status of the converts and their descendants, and to enhance their self-respect. The conversions have been due not so much to religious conviction, as to the unsympathetic attitude of the Hindu social system and the temporal and social advantages offered by such a change. It is the prospect of these advantages that is responsible for the threat of mass conversions by some of the political leaders of the Depressed Classes. Very little success has attended the proselytising efforts of the missions among the higher and the intellectual classes of Hindu society, and they have hardly been able to gain any adherents from the followers of Islam. The prospect of any large accession to the strength of the Christian church by conversion will depend upon its attitude of Hindu society towards the Depressed Classes.

Apart from the direct results by way of proselytism, the missions have exercised a very considerable influence upon the well-being of the people of India. Their activities have borne valuable fruit in the spread of education, in the relief of suffering and in various other ways. But the intangible influence of missionary work upon the minds of the people of India has been even greater and more valuable. Even while when the reaction of Hindu society has been hostile or unfavourable to the reception of Christianity, its influence must be regarded as distinctly beneficial. The encroachment of Christianity upon the fold of Hinduism has stimulated the revival of Hinduism by way of a defensive reaction. It has led the thoughtful sections of the Hindu community to realise the necessity of rectifying the abuses which have crept into Hindu religion and of bringing about an adjustment of orthodoxy to the needs of the changing order of modern times. The need for better organisation and vigorous propagandism has also been brought home to the minds of educated Hindus. The missionary activities on behalf of Hinduism which are now in evidence largely owe their inspiration to the lesson and example of the Christian missions. The spirit of devotion and earnest lifelong work of the Christian missionary is an outstanding object lesson to the people of this country. It is this aspect of mission

work which calls for unqualified admiration. As observed by the Laymen's Commission, Christianity is a powerful ferment in any community when it is presented by persons who command the respect of that community, and it has stirred much constructive social thought.

One is led to enquire why there has been a lack of missionary enterprise among Hindus in Modern times. Hinduism of old was not wanting in missionary spirit of propagandism. The missionary enterprise of Buddhism and its conquest of Eastern Asia are well known. Hindu religion was carried to Java and other countries in the near East more perhaps as an incident of colonial settlement than as the direct objective of missionary effort. The lack of missionary enterprise for the spread of Hinduism may be ascribed to two or three main causes. The passion for saving souls, which is the primary urge of missionary effort, has not been wanting in India. The great religious leaders, whether in ancient times or even in comparatively modern times have not been wanting in religious fervour or in the intensity of the desire to spread what they considered to be the true faith. There have also been several movements for reform of Hinduism. But these movements have been mostly confined in their scope to the Hindu community itself and to India. India is a vast country which offers an ample outlet for the missionary spirit and energy, and the religious leaders and reformers have been content to work within the limits of their own country. The value of corporate organisations as an essential instrument of propaganda has never been properly appreciated by Hinduism. But a more important reason for the absence of missionary enterprise among non-Hindus and in foreign lands is the belief engendered by the theory that Hindus are born and not made. This belief is one of the unfortunate results of the caste system which, whatever purpose it might once have served in the maintenance of a static social organisation is ill-adapted to modern conditions. Yet another circumstance which has stood in the way of missionary effort is that though he considers Hinduism the most satisfying religion, the Hindu is modest enough to believe that he has no monopoly of religious truth and is quite content that the followers of other creeds should seek salvation according to their own needs and their historical traditions.

(*The Vedanta Kesari*, November, 1936.)

CAN A SCHOOL BE RUN ON DUAL PURPOSE LINES?

The answer in the affirmative is made by Mr. F. W. Chambers, formerly H. M. I., in the course of an account of an unofficial visit to a school in North Yorkshire coast and published in the *Senior Teachers' World* (Jan. 27, 1937.).

In a North Yorkshire coast town I found a school with an unusual organisation. It is a Roman Catholic school with a roll of approximately 300. There are a Central and a Secondary school in the town, maintained by the Local Authority, but the nearest Catholic Secondary School is eleven miles away. The parents were averse from sending their children so great a distance, but they desired something of the Central or Secondary school type of education for them. The difficulty was met by developing the existing Elementary school to meet this need.

It consists of a Junior Mixed division, ages 7 to 11, through which all children pass. At 11 the scholars divide into two streams—an academic and a non-academic, the latter being, in effect, an ordinary Senior school and the former a Central or Secondary school which retains many of its pupils to the age of 16, and presents them for the General Schools Examination of the Northern Universities with a considerable degree of success.

Of the total roll, about 120 form the Junior Mixed division and the rest divide approximately equally into the academic and non-academic sections of the upper school. The staff consists of the headmistress, three class masters and seven class mistresses. The accommodation includes an art room and a science room and a combined gymnastic and a dining hall. Domestic subjects and Handicrafts are taken at a local centre.

NO INFERIORITY COMPLEX

It is, in fact, an example of the dual purpose school which, with much larger numbers, has been suggested in some quarters as an organisation worth consideration, and I was delighted to have an opportunity of seeing the experiment in actual being, although with limited numbers.

I asked first about the results upon the children in the academic stream. There was no doubt as to their success in examinations, and what I saw and heard of their ordinary class work was really sound. I was concerned, however, with broader issues. Did the children suffer

from the constant reminder that they were doing more advanced work than the children in the non-academic stream? Did they become merit-conscious and the victims of intellectual snobbery? The answer was NO; and certainly in their attitude and bearing there was no suggestion that it was so. It is even possible that association with the other stream in school games and activities may tend to make them keep their sense of proportion, for inevitably they must realise that in such activities some of their less academically-minded fellows are their superiors.

There is, in connection with the actual class work, another safeguard: in certain subjects there is a free interchange between the older pupils of the two streams. The skilled artist or artisan of the lower stream has a chance of showing that, although French and Logarithms are not for him, in his own subject he can hold his own. And this is good for both streams.

The only real drawback from the point of view of the scholars of the academic stream is that the numbers are so small; closer grading is impossible and there is some danger of lack of real competition between the very able. This, of course, cannot be helped in the circumstances of the school, but it is an argument in favour of the larger niumbers in respect of whom the dual purpose school is sometimes suggested.

THE NON-ACADEMIC ARE HAPPY

So far as the non-academic people are concerned, there are, I was told, no obvious adverse results. They know, of course, that what they are doing in formal school work is more elementary than what is being done by the other classes; but it does not appear to discourage them. Perhaps, after all, the fact that the healthily minded child is not apt to place intellectual achievement on too high a pedestal, may be one of the reasons that the scheme is so successful.

There is, I am sure, another reason. It is the way in which the headmistress and her colleagues contrive to develop a family feeling throughout all classes of the school. And this, even with such capable people, depends pretty largely upon the fact that the numbers are not large. With larger numbers there could be closer grading and more stimulating competition, but there might be less community of interest and more danger of disintegration into definite and distinct streams. And that sums up a dilemma in connection with dual purpose schools to which at present I see no solution.

THE WORK ITSELF

So much for the organisation; what were some of the things of interest in the work itself? First some exceedingly fine examples of needle work generally, and especially of embroidery and quilting. I know that a mere man has no right to express an opinion on such matters, but I think I know good stitchery when I see it.

In the Science room, I was especially interested in some working electrical models made by the children out of bits and pieces, found as waste or in one of those bazar stores which appear to supply so many of the needs of the modern science room. There was, too, a micro-projector made by the teacher, one of my late colleagues will be glad to hear, as an outcome of a short course conducted by the Science Panel of the Board's inspectorate. In connection with the making of models by the children, it is hoped soon to acquire a metal-working vice and a few simple tools; it will then be possible to give to the models that degree of finish which will make them as pleasing to the eye of the child as they are, even now, stimulating to his interest.

In English, the work is upon good lines: a deal of attention is given to speech training, and dramatisation is freely employed. And there are all the usual subjects and activities that go with such a school; nature study and rambles, group holidays abroad, gymnasium, etc.

NO UNEMPLOYED SCHOOL LEAVERS

My last question was: What happens to the children when they leave? Here again the answer centres round the headmistress. Through her many contacts with the world outside the school walls she has apparently no difficulty in "placing" the children; she told me, in fact, that she could practically guarantee employment to them all. Well, in this, as in all other respects, the school is fortunate in its head.

Such were my impression of my first visit to a dual purpose school. It comes back, after all, to the old story; **whatever the type of school it is the teacher that makes it.**

TEACHER TENURE IN ENGLAND

We are often requested to give information on Teacher Tenure. Let us begin by using portions of a statement prepared recently by Mr. Eric C. Floyd, Solicitor, National Union of Teachers, England. No national association has fought the teachers' battles more valiantly and more effectively than has the N. U. T.—*Editor.*

It has been well said that every improvement in the status and service conditions of the teacher is for the good of the education of the child. Two of the fundamental objects of the Union are to raise the status of the teaching profession and to extend protection to teachers wherever necessary. It is the function of the Tenure Committee to direct itself to carrying out these objects in some of their most important features. Reasonable security of tenure is the very foundation of the status of the teacher.

EXPERIENCE AND SUCCESS

The Tenure Committee of an association of 150,000 members must necessarily have unrivalled experience of tenure problems and difficulties in their infinite variety. How does it accomplish its task in practice ? Much of its work, and that not the least valuable, is advisory or preventive. Members who are experiencing difficulties in their work, or their relationship with managers or inspectors, parents or colleagues may apply confidentially for advice. They may be advised by letter or they may have the great advantage of a consultation with an experienced member of the Executive or Divisional Officer.

UNION UNIQUE

For the Union is unique in possessing this service which, by means of allocating its whole-time officials to their respective areas covering the whole of England and Wales, brings these officials within easy access of members and enables the officials to form contacts with Education Officers and influential members of Education Authorities. When there has been no opportunity for timely advice and a threat of dismissal has become an actuality, every step is then taken to secure an enquiry and to provide effective representation.

THE INVESTIGATION

These Enquiries when properly conducted guarantee to the teacher that in any adverse report, the subject of Enquiry, will be investigated ; that any person lodging a complaint will be put to strict proof, and that

all facts and arguments in favour of the teacher will be brought to the notice of the tribunal. No less important is the fact that the tribunal is made to realize how vital are the issues which they are called upon to try in relation to the teacher and his career.

A REAL SAFEGUARD

The Union has had a long and intimate experience of these enquiries in all parts of the country and the Tenure Committee does not entertain any doubt that the procedure so established is to all teachers a very real safeguard against capricious and unfair dismissal, and equally a substantial security against undue interference with the teacher's liberty.

First impressions may be falsified; complaints supported by witnesses may prove to be unsubstantial on cross-examination; few men who are called upon to defend themselves, can do justice to themselves. without the assistance of an advocate or friend.

ALWAYS READY

And in every case the Union is ready to provide such an advocate or friend, able, experienced, and competent.

(*World Education*, November '36.)

CAN THE DALTON PLAN BE WORKED SUCCESSFULLY IN A SCHOOL OF LIMITED MEANS ?

Yes, says Albert Corlett, Headmaster of the Greenacre Senior Boys' School, Great Yarmouth, in the January issue of "The New Era" while describing his successful experiment in this direction :—

I am trying to provide such an organisation, and an atmosphere, within the very restricted environment of an Elementary School, that will allow the whole natural boy of eleven to grow and develop. The meagre staff, space and material would astonish those in expensive private and public schools who are striving to achieve the same end by the same methods. 2½d. per head per week, covers all equipment and this sum compares favourably with the allowance by other County Boroughs.

Before me always is the fact that at least 85 per cent. of the nation's children are in the Elementary schools. The calibre of our social civilization is definitely related to the products of these schools. Character-training is the prime consideration of both the Hadow Report and the Board's excellent 'Suggestions for Teachers'. But character-training is essentially an individual matter, neither for counsel nor dogma ; it is dependent on individual action and the Class System cannot provide it. Unless the child is cultivating habits of good social living and giving play to natural human virtues such as integrity, initiative, self-reliance, industry and kindliness, he is losing an opportunity that will never return, and life generally, and later, social life in particular, will be the poorer. The Fascist atmosphere of the Class System cannot admit of the expression of these virtues : freedom is necessary ; the rational freedom of our own democracy. There must be liberty of choice, action and speech and the exercise of human companionship, all denied by the traditional, inhibitive technique that still prevails. Furthermore, a school must have a cultural significance. Facility in reading and writing at least is demanded by our complex social organisation, and disquieting occurrences indicate that the new orientation due to the Hadow Report prevents its achievement.

Since 1870, the schools, though poorly staffed and equipped, have had some opportunity of cultivating literacy and culture, a respect and desire for learning ; but the general cultural level is low. One knows that time is short and opportunity fleeting ; but since such little results have emerged, is it not time a more spiritual, intimate, and rational attempt was made ?

I would attempt the Dalton Plan. I had never seen the plan in action but I had read Helen Parkhurst's book and the two written by Mr. A. J. Lynch. The essential rightness of Helen Parkhurst's philosophy and practice struck me immediately: it overcame the many obstacles that I had met in the way of education under the Class System, throughout my professional life. My experience will prove that no one need be deterred from attempting the Plan. From January 1929 to September 1929 I was Headmaster of a large all-standard boys' school that was to become a Junior School after reorganisation. For many years I had been Principal of the Municipal Evening School of Science and Navigation, taking actual part in the teaching. The organisation and equipment of the new school had to be done in my spare time! Further, when it was known that a new approach was to be made to education, there was neither sympathy nor help from anyone.

The new school was to be opened with a staff of seven, including myself—with one exception, the manual instructor, all transferred from the old school. Two years later an additional teacher was appointed and now we are eight! The new school accommodated theoretically, 240 boys—with difficulty: we have commenced the year with nearly 260.

The staff read the above-mentioned books, discussions were held and all agreed to co-operate loyally. One disloyal member only is a source of danger. Slackness in either staff or headmaster can bring chaos. Apart from a graduate in science, who has now retired, there were no real specialists. The Dalton Plan is supposed to demand specialists and subject rooms. There are five class-rooms, a laboratory and woodwork room, flanked by a covered verandah and facing south, occupying the north-east corner of a block of buildings accommodating eleven hundred children, infants, Juniors, Senior girls and boys. Two central halls, apart from the class-rooms, are shared, the senior boys occupying one for five half-days each week. There is no playing field.

Lack of space both for play and work is an ever-present anxiety and has negative reactions on the virtues of the method.

For an Elementary school the curriculum is very wide, with an emphasis on literature, although that subject has no particular devotees except perhaps the Headmaster. Every member of the staff has made himself responsible for one subject and all share in the others. The history 'specialist' takes the greater part of the music and a class in English, though not in literature. The manual instructor has a class in Arithmetic and takes two classes in games. I am responsible for all 3rd year boys in literature, for the upper section of these boys in English

and for a class of the most advanced boys in mathematics, if such a term can be used for the type of work done. In addition I have the lower section of the 3rd year boys in Dramatic work, 3 hours per week with the most retarded children in the school and during Free Study periods I am always in action. My spare time is spent in the administrative work of the school and in interviewing parents !

Subject rooms are considerably fewer than subjects and have unusually composite population during ' Free Study ". I am assuming the general procedure of the Dalton Plan is known. The school has suffered through unimaginative planning—no fault of the architect but of the Board—like many others that were hurriedly built, shortly after the publication of the Hadow Report. The full effects of the break at eleven years of age were not envisaged, particularly the mental calibre and attainment of those passing to the Senior School. Some years ago twenty-four of the ninety new boys who entered could not read ; the proportion has since decreased but there is always a very retarded and backward group requiring special treatment, for which the building and small staff are ill adapted. These boys enter a convenient age group for oral lessons, but we all have one or more periods with them during Free Study whilst the rest of the boys in the room carry out their own programmes.

We have our yearly contracts, divided into monthly assignments and weekly periods. Assignments are rightly considered as vital to the Plan. Certainly there must be a detailed programme in each subject, but its advance preparation need only keep the most capable worker fully occupied. We have never had the time or the courage to correlate our assignments, a laudable but arduous undertaking ; but I think that if a publisher would prepare two grades of assignments in each subject, for each year of the course, more schools would adopt the Plan. Their range and difficulty however must be measured with discretion for these new schools, the pupils taking precedence over the subject.

I had only time to prepare the three-year assignments in Science before we started. Our other assignments had been used in Mr. Lynch's School at Tottenham, and though grateful for their help we discarded them later. The work was ' scamped ' because the boys found the time too short to read them through, consult the authorities and then answer questions. We prefer the assignments in almost skeleton form, to allow immediate approach to first-hand information. On these lines I have prepared yearly contracts in science, art, English (grammar) literature and geography for the whole school, with the appropriate information for each class lesson. The history ' specialist ' has written very good

contracts for four years' work and those in hygiene, biology and gardening have been well prepared by another member of the staff.

Consideration of features affecting the assignments will lead us to the 'mechanics' of our Plan and the virtues arising from its practice. The 'excellent disciplinarian' of the old days was a kinsman of the jailer—but he knew his craft better than teachers of this generation. Let us pray for the imagination that begets sympathy and kindliness. Many of these boys with tragedy in their lives respond to kindness as to the "all-cheering sun'. Some of the entrants to the school make me wonder what good has been wrought by our vaunted civilization, for they are near to savagery. These boys show the civilizing effect of purposeful work induced by a sympathetic atmosphere, free from as many irritating 'taboos' as possible. Although some are 'on probation' on entrance, it is rare to find them again before the magistrates even after leaving school. What other institution but the school has the opportunity of straightening these distorted lives and of offering balm to their wounded souls? Those, too, the majority, who are struggling in poverty, need our beneficent attention.

Mind-content in all these children is pitiably weak and they must be helped in their approach to the assignments. The richly endowed child can proceed to individual work with the minimum of guidance and reap a rich academic reward. The pupils in these Senior schools are those left after the double 'creaming' for Secondary and Central schools. There are several boys of very good intelligence who always escape from this operation, but the majority are below the average. Yet they are all rich in character possibilities. All boys undergo a Group Intelligence Test during the first two days of the School Year. 'Working' classes are arranged from these tests, two for each year. All assemble for scripture in 'register' classes according to their ages, and these, to the boys are their real classes.

Miss Parkhurst had no time-table. Our numbers, restricted space and staff, and calibre of boy compel a time-table. There are two half-hour class lessons each morning and afternoon session. The rest of the time, excluding scripture, is spent in Free Study. Many of the class lessons, of course, include music, games and concerted physical exercises, but during the remainder the work of the assignments is lightly traversed, special individual and group difficulties are elucidated and additional and up-to-date information is supplied. Exercise in the use of dictionaries and reference books is continually given. Reading aloud, individual recitation and dramatic work keep the balance orally. It is in 'Free Study' time that the individual character of the school is

shown. The boy decides what subject he will study, his choice being limited by the capacity of the room and the general rule, not always respected, that he shall do a week's work in each subject per week. From the I. Q's the teachers ' temper the wind to the shorn lamb '. The lower ' working ' classes of each year also have a less comprehensive programme than the upper.

In the early days of the school an unruly crowd would collect round the doors of the Practical rooms and time was wasted in selection—here may be interpolated the fact that whatever difficulty has arisen it has been squarely faced and overcome. Now only a certain number from each working class is allowed in the Practical rooms in each session. This is controlled by a number of metal discs, in charge of a monitor from each class. The discs are issued on demand and collected by the monitor or his assistant on entrance to the room, the fact being recorded in his note-book. Every boy is thus assured of at least one Free Study period per week in each Practical room. Furthermore, thirty-two boys are engaged in this monitorial capacity, exercising integrity and self-reliance : every job in the school that can be undertaken by a boy, and demands individuality, has its appropriate monitor and assistant and probably 70 to 80 boys are so engaged.

When a boy enters a Free Study room he settles down to his work without enquiry of or from the teacher. Having finished, he either gives his work orally or places his book on a shelf for correction and leaves the room without permission, to seek other work elsewhere. In a natural atmosphere, spiritually sweet, he finds no distaste for any subject : given work beyond his powers, or bullied by a teacher, he will refuse to enter the room of that teacher until compelled. Why give freedom and make it as tyrannous as slavery ? The boy is more important than the subject. In a Free Study room, particularly for a practical subject, you will often hear more than a buzz of conversation. If you enter the room the noise will not cease : in fact, few boys will notice you. You are in a boys' workshop and they can work and study in this atmosphere.

Both boys and teachers must know what work has been done. Some teachers use Record books, others graphs. Each boy has a Record card, particular to this school, which shows by a graph what has been done in all subjects at any time during the year. When he has finished a month's work in a subject, the card is initialled and dated by the teacher of that subject. When his month's work in all subjects is complete, he brings the card to me. I enter the date of completion in my Record Book, stamp the card and return it.

Each day every boy has to decide the subjects he will study and this becomes a habit, the cumulative effect of which is a positive gain to his character. He has to take action himself to do his job. Many difficulties have to be overcome, mostly by recourse to reference books, but his own initiative directs. He is expected to do a week's work in all subjects each week, and although this is not always possible he makes the endeavour. The atmosphere of freedom and trust invites his integrity, in proving himself equal to the confidence. The encouragement of the teacher in his difficulties, his individual talks and discussion give him further confidence and also pride in himself; he becomes self-reliant and you can notice it in his manner. His freedom, with the responsibility of carrying out his work, compels the exercise of those features of right living that I mentioned previously.

The study rooms are interesting laboratories; it is possible to examine children really at work. Boys of all ages from 11 to 15 are intermingled, engaged in different work and at different stages of that work; the room is continually changing its composition. This is the interaction of groups mentioned by Miss Parkhurst as so salutary for all, both old and young. Boys can help boys often better than the teacher—and they do. Help is not asked for which it is needless. They are only too anxious 'to play against bogey'. Always are they willing and anxious to help a weaker brother; many of the better boys are in charge of their less capable colleagues. A well-conducted study room is the most encouraging sight I know. The teacher is not continuously strained as in the class system. The boys know their jobs; the teacher is for reference, guidance, and correction of work: the onus of discipline falls on the boy and an unexpected serenity is found.

The method apart, the finest educative, shall I say civilizing. agencies in the school are Dramatic work and the memorizing, with understanding, of noble prose and poetry. The Hall is used for these purposes. Pieces to be memorized are copied into a rough book. This prevents wear and tear of text-books and helps literal accuracy. No poem is accepted unless repeated without prompting, and as the poem is often the boy's choosing, the whole represents a complete achievement.

A House system provides a gentle competitive excitement throughout all school activities. There are five Houses: Dickens, Faraday, Nelson, Scott (Capt.) and Shakespeare, and within them are coteries and clubs for draughts, chess, cycling, angling, concerts and dramatic work, cricket and football. No Test Match can equal a House football match for keenness: played on forbidden ground, used for net-drying, there is an added tenseness, from the fear of seeing the law in motion!

The School Debating Society owes its success to the fact that boys are accustomed to speaking before others in the ordinary school routine.

I have not space to mention certain curious results obtained from Intelligence Testing in successive years : but in conclusion, I would like to state our experience with reference to matters now exercising the public mind, viz., the health and physique of the nation, and the introduction of physical training for their improvement. The system of education in vogue in the school has reduced nerve strain and fear to a minimum and has given increased happiness and serenity to the pupil, resulting in increased vitality in all directions.

The attendance is excellent although it is not made a fetish and the children are mostly poor and live a long distance from school. Parents frequently state how well their sons have been since attending the school. The size of many of the 3rd year boys is a source of comment of visitors. Measles, fevers, influenza, and similar ills have touched us slightly. Children with distaste for school find a new *elan*. For the last five years the boys have won the Tug-of-war in the Inter-School sports without any particular specialized coaching.

These observations may be empirical and the results mentioned may have reference to other factors such as nearness to the sea, a healthy subsoil, regular physical exercises. But these matters have had comparative consideration and the conclusion drawn is that the whole metabolism of the body is vitalized and harmonized by the practice under the Dalton Plan. If such be the case it would seem that something further is needed in the schools besides physical training.

CLASSIFICATION OF ALLUSION BOOKS

BY

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and

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The "Allusion Book" forms a category which appears to baffle classifiers. As Allusion Books usually refer to men of letters, there is no difficulty in fixing up the main class. It is literature. One might even go to the extent of narrowing its class until we reach the particular man of letters in question. The difficulty is met with only after that stage. It is proposed to examine in this paper the recorded practices in fixing their ultimate class and to elaborate their placing by the Colon Classification.

WHAT IT IS

The Allusion Book of an author usually contains a series of chronologically arranged references to the author by his contemporaries and successors. The following six examples are well known:—

SPURGEON (C. F. E.): Five hundred years of Caucer criticism and allusion, 1357-1900, 3 V.

INGLEBY (C. M.) *Comp.*: Shakespeare's centurie of Prayse, ed. by Lucy Toulmin Smith.

FURNIVALL (F. J.) *Ed.*: Some three hundred fresh allusions to Shakespeare.

INGLEBY (C.M.), etc. *Eds.*: The Shakespeare allusion book: a collection of allusions to Shakespeare, 1591-1700, 2 V.

HUGHES (C. E.). *Comp.*: The praise of Shakespeare: an anthology.

BRADLEY (J. F.) and ADAMS (Joseph Quincey). *Eds.*: The Jonson allusion book, 1597-1700.

ITS POSSIBLE FEATURES

A careful analysis of the contents of these examples discloses that an Allusion Book may contain matter dealing with some of the following five aspects :—

(*a*) Allusions to contemporary events.

(*b*) Allusions to the works of the author which are helpful in fixing up their dates of publication in the case of undated works.

(*c*) The appreciation of the author and his works by his contemporaries and successors.

(*d*) Mere references to the author's works or to certain characters contained therein.

(*e*) Citations of the adaptations or translations of the author's work.

Some of these aspects can be brought into one or other of the following commonly accepted common subdivisions of classification :

(1) Biography ;
(2) Bibliography ; and
(3) Criticism.

The aspect (*a*) can be definitely taken to belong to the common subdivision " Biography ". Aspects (*b*) and (*e*) would go under the common subdivision " Bibliography ". Aspect (*c*) definitely belongs to the common subdivision " Criticism ". But aspect (*d*) stands quite apart from these.

MERRILL'S SUGGESTION

The heterogeneity of the contents of the Allusion Books thus disclosed is responsible for the difficulty of classifying them and for the variation in practice. Merrill prescribes " Class under the author concerned."[1] But this prescription does not face the problem. For, the real problem is how to make the class of the book narrower within the class of the author.

EDAILE'S IMPLIED SUGGESTION

In discussing the arrangement of bibliographies of an author, Eadaile regards the chronological list of contemporary and later illusions of the works of an author to be a very valuable element in his bibliography. However, he warns " For Shakespeare and Chaucer, these have been made the matter of substantially separate works and treated on a scale which would overbalance a bibliography."[2]

1. MERRILL (William Stetson) : **Code for classifiers.** 1928. p. 88.
2. ESDAILE (Arundell) : **A student's manual of bibliography.** 1931. p. 353.

POSSIBLE CLASSES EXAMINED

We have already seen that there are usually five aspects in an Allusion Book and that these aspects would belong either to 'Biography' or to 'Bibliography' or to 'Criticism,' while there is a fifth aspect which is outside these common subdivisions. In deciding which common subdivision is most appropriate to this class of books, one must ask, what are the necessary and sufficient conditions to make a book an Allusion Book. This question has only to be enunciated in these definite terms to get its answer. It needs no great argument to say that neither the biographer nor the bibliographical nor the critical aspect is either necessary or sufficient to make a book an Allusion Book. This statement does not however prevent the presence of one or more of these aspects in an Allusion Book. On the other hand, it is the aspect that has been said to stand quite apart, *viz.*, "References to author's works or to certain characters contained therein" which is both necessary and sufficient to make a book an Allusion Book.

THE PRACTICE OF THE MADRAS UNIVERSITY LIBRARY

After experimenting with the common subdivisions 'Biography,' 'Bibliography' and 'Criticism,' the Madras University Library has found it to be most helpful from the point of view of most of the Laws[3] of Library Science to put such books in the common subdivision "History of Scholarship." During the last fourteen years, the category "History of Scholarship" has been consciously developed and isolated in the Madras University Library as a common subdivision in relation to "Author classes in Literature." The following examples will indicate the connotation of the term "History of Scholarship."

(1) MACINTOSH (W) : Burns in Germany.

(2) BOWDEN (Marjorie) : Tennyson in France. (Publications of the University of Manchester, 103; French Series, 5).

(3) SISSON (C. J.) : Shakespeare in India : popular adaptation on the Bombay stage. (Shakespeare Association, 1926).

(4) COLLISON-MORLEY (Lacy) : Shakespeare in Italy.

(5) BEZA (Marcu) : Shakespeare in Roumania.

(6) POPOVIC (Vladeta) : Shakespeare in Serbia.

(7) PEERS (E. Allison) : Studies in the influence of Sir Walter Scott in Spain. (Extrait de la *Revue Hispanique*, t. 68).

3. RANGANATHAN (S. R.) : **The five laws of library science. 1931.**

We are not quite sure whether the term is a happy one to label the idea. Perhaps, the term "Literary history" may have some claim. Whatever the label may be, there is no doubt that the books quoted as examples in the preceding paragraph do connote a distinct category which requires to be treated as a common subdivision of the "Author classes in Literature."

THE PLACE IN THE COLON SCHEME

We doubt whether this common subdivision has been recognised and given a number or a symbol in any known scheme of classification, other than the Colon Scheme. In the Colon Scheme, a place has been found for it on the basis of the maxim *Nashtaswa Dagdha Ratha Nyaya*[4] *i.e*, the maxim of the *Lost horse and burnt charriot.* This maxim is based on the story of two men travelling in their respective charriots. It happened that the horse of the one was lost and the chariot of the other was burnt in the village where they were putting up for a night. Then by agreement, the horse that was left was harnessed to the remaining chariot and the two men pursued their journey together. On the basis of this maxim, it is the practice of the Colon Classification to give a special meaning or a special use to a common subdivision or its symbol in particular classes, when that common subdivision has no possibility of normal use in that class but a new category of common subdivision peculiar to that class arises. In fact, the eighth section of the rules relating to each main class is devoted to "Special notes on common subdivision"[5] dealing with such practice. In the scheme, *v* is the symbol for the common subdivision "History." If it is remembered that there is a special common subdivision "Biography" with the symbol *w*, it can be seen that if an Author Number in the main class "Literature" is amplified by the common subdivision symbol *v*, the number so got is not normally intelligible. For example, O:2J64 is the class number for the author-class "Shakespeare." While O:2J64*w* can be interpreted to mean "Biography of Shakespeare," the class number O:2J64*v*, if interpreted strictly, would give the category "History of Shakespeare" which is not intelligible. To find an *intelligible* appellation to this class number, we have recourse to the above mentioned maxim and we also use a well known rule of interpretation called *Linga* principle or *Lakshana artha* principle, by which, when the meaning of a word or expression is not clear on the face of it, its latent force or

4. JACOB (G. A.): **Coll: A handful of popular maxims current in Sanskrit literature.** Part I. 1925. p. 31.

5. RANGANATHAN (S. R.): **Colon classification.** 1933. pp. 1. 50, 1. 60-61, 1. 104, 1. 108, 1. 118, 1. 122, 1. 126.

suggestive power has to be brought out by the suggestive power of some other word or expression.[6] In fact, we interpret the number to mean " The history of the extent to which and the manner in which Shakespeare's works have been studied or have influenced the thought or the literary practices in any community or have found their way, in any manner, into its literature." This we term " History of Shakespearean Scholarship," in that community. The seven examples of the " History of Scholarship " given in one of the earlier sections of this paper will have the following class numbers in the Colon Classification.

(1) O: 1L59*v*55: N1
(2) O: 1M09*v*53: N0
(3) O: 2J64*v*2: N2
(4) O: 2J64*v*52: N1
(5) O: 2J64*v*5921: N2
(6) O: 2J64*v*5923: N2
(7) O: 3L71*v*541: M7

THE AMPLIFICATION OF *v*

It will be found that the common subdivision symbol *v* is further amplified in all these class numbers. That is because although the common subdivision symbol *v* is given a new meaning when applied to author numbers, it is still to be treated in accordance with rule 2*v* of the *Colon Classification.*[7] This rule reads as follows:—" The digit *v* is to be amplified first by the Geographical Device[8] and then by the Chronological Device,[9] the Geographical Number and the Chronological Number being separated by a colon. The country or the geographical area about which the book gives information is to be used in constructing the Georgraphical Number. The Chronological Number is to be worked out to two digits. The decade up to which the history is brought in the book is to be used as the epoch."

It can be easily seen even from the seven examples given that unless the Geographical Device and the Chronological Device are used for amplifying *v* to arrive at the *ultimate class*[10] of a book, books really belonging to different ultimate classes will get mixed up in an arbitrary way.

6. SARKAR (Kishori Lal) : Mimamsa rules of interpretation. 1909. p. 99.
7. RANGANATHAN (S. R.) : **Colon classification.** 1933. p. 1. 24.
8. For definition of Geographical Device, **vide** Colon classification. p. 1. 35-36. Rule 62.
9. For definition of Chronological Device, **vide** Colon clasification. p. 1. 36-37. Rule 63.
10. For definition of Ultimate Class, **vide** Colon classification. p. 1. 4. Rule 26.

ALLUSION BOOKS IN RELATION TO BOOKS ON HISTORY OF SCHOLARSHIP

A careful comparison of the contents of the Allusion Books mentioned at the beginning of this paper and the seven books on the "History of Scholarship" dealt with later, will easily make one realise that the Allusion Books stand in the same relation to the books on the "History of Scholarship," as what are known as Source Books in history have to treatises or regular expository books in History. In the main class "History" there is need for individualising these two types of books and they are individualised. But it is felt that a similar separation of the Allusion Books from the regular expository books on the "History of Scholarship" is not warranted either by the possible number of volumes in such classes or the nature of demand that a library is likely to have to face. Hence, while the Colon Scheme has in it the necessary means of differentiating the Allusion Books from the books on the "History of Scholarship," the present practice, as it obtains in the Madras University Library, deliberately abstains from so distinguishing them. In other words, Allusion Books are put simply into the category of "History of Scholarship."

On the basis of this practice, the six Allusion Books mentioned at the beginning of this paper will be assigned call numbers as follows:—

Class Number	Number Book	Heading.	Title.	Year of Publication.
O:1H40v3:N0	F5.1-F5.3	Spurgeon (Caroline F. E.)	Five hundred years of Chaucer criticism and allusion, 1357-1900. 3 V.	1925
O:2J64v3:K9	A	Inglesby (C. M.) *Comp.*	Shakespeare's centurie of prayse ed. by Lucy Toulmin Smith. Edn. 2.	1879
O:2J64v3:K9	B6	Furnivall (F. J.) *Ed.*	Some three hundred fresh allusions to Shakespeare, 1594-1694.	1886
O:2J64v3:L0	G2.1-G2.2	Ingleby (C. M.) *etc. Eds.*	The Shakespeare allusion book: a collection of allusions to Shakespeare, 1591-1700. 2 V.	1932
O:2J64v3:M9	D4	Hughes (C. E.) *Comp.*	The Praise of Shakespeare: an anthology.	1904
O:2J73v3:L0	F2	Bradley (Jessy Franklin) and (Adams Joseph Quincey).	The Jonson allusion book, 1597-1700.	1922

MADRAS UNIVERSITY LIBRARY

The Librarian, Madras University Library observes in the course of a statement on the use of the library and its resources : —

VICISSITUDES IN READING HABIT

A comparison of the detailed statistics of the use of the library and its resources during the last month and in January 1936 discloses some interesting features, some of which are easily explained, while others are not so. There has been a 20% increase in the number of visitors as well as in the number of volumes used. As there is no change in the number of volumes taken out for study at home the entire increase is due to increase in the books read within the library. This should be due largely to the greater comfort that the new buildings provide. It also shows that if the library hours are made longer and the amenities are improved, people will not be tempted to take the books away to their homes to study, where they are bound to be idle most of the hours, probably to the disappointment of others who seek their use. Also, as a result of the recent liberalising of the rules of the library, the number of persons in up country that were served in the month has increased five fold.

CHANGE IN THE CENTRE OF INTEREST

Turning to the issue of books in different subjects, the sciences, except Physics and general Science have suffered heavily. The greatest fall is in Botany (50%); chemistry, Biology and Zoology have each lost 25%. Mathematics has lost 6%. There has been an increase of 30% in Physics and general Science, while Medicine has maintained its last year's level. This loss of issue in the sciences may be due to different causes. The workers in these fields are fewer when compared with those interested in humanities. Hence this slackening of work or temporary absence from the station on the part of even a handful of workers may affect the issue visibly. To that extent, comparison of monthly issues may not yield significant results. Apart from this, two other causes might have contributed to the decrease. There has been an appreciable fall in the publication of advanced treatises, which alone the library buys. Secondly, it has not been possible for the library to make a sufficient number of new additions in these subjects, as the periodicals, which are indispensable for research, take away much of the money.

GAIN IN HUMANITIES

However there has been an appreciable increase in the use of books in all the humanities except Education and Sociology. The greatest increase is in Religion (50%) and in Psychology (40%). History comes next in order with 30%. Literature shows relative increase of 18% but continues to lead in absolute increase. Sociology just maintains its last year's level, while Education has lost 30%. The fall in the use of books on Education is not easily explained. The number of students of the Teachers' College who are members of this library is smaller this year. But that cannot explain the whole of the fall. Though the fall cannot be easily explained, there is no doubt that it is unfortunate. In these days, when every nation is charged with the slogan of New Education, when educational experiments are the order of the day and when everybody looks to Education as the panacea for all our ills, if the library issue can be taken as a reliable index, it is sad to reflect that there should be such a slackness of interest in Education in our area. This apathy may be due to economic, political and administrative causes. But if the fall persists in the remaining months of the year, there is no doubt that its evil effect on the general bring up of our community will become visible in a decade or so.

SHIFT IN CONCENTRATION

There has been no change in the number of visitors till 10 A.M. The change till 4 P.M. is only slight. The real change comes after 4 P.M. The entire increase in the number of visitors is concentrated between 4-30 and 7 P.M. During this interval the number of visitors per hour has risen from 30 to 45. So also, the number of readers actually at work in the last hour *i.e.*, 7 P.M. to 8 P.M. has nearly doubled. This must be due to some extent to the better lighting facilities—table lights—now provided. It may also be inferred that the newer readers the library is now attracting is made up largely of adults who are free from work only after office hours.

AN APPEAL

Before concluding, I should like to remind the students and the graduates of the University of the generous facilities provided by the University for the continuous improvement of their knowledge by self-education. The University has given its library a palatial, up-to-date building, second to none in the country. It keeps the library open practically at all working hours 7 A.M. to 8 P.M. and on all the days of the year. The library is not closed to the public on any day on any

account. It is a free library to all the students of the city and to all the graduates, no matter in what part of the Presidency they live. The library has nearly 100,000 volumes to most of which anybody can have free access. It adds nearly 4,000 volumes a year. Its staff is ever ready to interpret the books and to help any reader to find out his or her books. In the case of the residents of city a call at the library will convince them of the advantages of making use of its services. In the case of the mofussil graduates, a post card sent to the library will bring them a copy of the rules, an application form and all other necessary information. At present, not even 10% of the city students and not even 2% of the graduates of the University have begun to use the services of the library.

S. I. T. U. PROTECTION FUND

LIST OF NAMES (CONTINUED).

1319. Mr. K. Venkataswami, Asst. Municipal High School, Kurnool.
1320. „ V. Arunajatai, Asst. St. Gabriel's High School, Madras.
1321. „ A. Thambuswami, Asst. Board High School, Krishnagiri.
1322. „ C. S. Sivaramakrishnan, M. Higher Ele. School, Coimbatore.

41, Singarachari St.,
Triplicane,
Madras, 15-2-37.

M. K. RAMAMURTI,
Hon. Secretary.

EDUCATIONAL NOTES

UNITED STATES OF AMERICA

In Los Angeles a lending library for toys has been established. The toys are for children between the ages of 2 and 16 years. No fees are charged. Every member receives a card and is entered in a register as in a library. Books are not allowed to be taken home and must be read in the building itself.

ENGLAND.

The Educational Committee of the London County Council has come to an agreement with the British Adoption Society which aims at making geography lessons in the schools more vivid and interesting. School adopts a ship and remains in connection with it during its entire journey. The school receives written reports about the journey, the freight, loading, the reason for the journey, the life on board and in the villages and countries the ship visits. Two hundred and fifty schools have up till now applied for such an adoption. So far only a hundred could be placed in touch with a ship.

CANADA.

In this monstrous country with a population of 1 inhabitant per square kilometer, it is difficult to build schools for all children. For this reason school trains have been equipped and these travel with the necessary teaching staff according to plan, to the districts without school buildings. Between the ages of 5 and 18, all children of these districts attend school for a few days, then the train travels on and returns only after some weeks. As soon as regular attendance in the moving school grows to over 15 children a permanent school must be built. The short direct lessons of these schools are completed by permanent broadcasts.

POLAND.

The paper called "Glos Nanczycieski" states that during the school year 1937|37 there will be 5,727,000 children between the ages of 7 and 14 in Poland. The various schools together have room for only 4,655,000 children. Over one million children will therefore not be able to attend school, although education is obligatory and general in Poland.

NABOBS AND APOLOGIES.

An assistant master at Middlesbrough is to be reprimanded and to be required to furnish a written apology to the Education Committee and the Director of Education for "Objectionable remarks" which he made in a speech at a one-day school of the N. E. District of the W. E. A. He is reported to have said "If you come to Middlesbrough any dinner hour, when the staff is away at lunch, I will show you one of these palaces, inhabited by education clerks, armies of them, going up and up in tier after tier. Right at the top is Nabob, with six assistant Nabobs under him, and each Nabob has a desk and room with a set of six clerks, and you get the expenditure on education going up and up while education in the schools is going down and down. The more they spent on officials, the less they would have for the schools."

ENCOURAGING YOUNG READERS.

Glasgow Corporation has decided to allow children of 5 years of age and upwards to borrow books for the municipal public libraries in the city. Most municipal authorities in Great Britain have hitherto fixed it at 10.

Glasgow in the past has been ahead of many other cities in encouraging the young reader, and the minimum age for borrowers was 8 years before the present reduction to 5 years. There are some authorities which are even more advanced than Glasgow, and in Croydon, for instance, there is no age limit at all. In addition, the public library at Croydon has rooms specially designed for child readers, and this practice is being adopted by most authorities throughout the country.

OFFICIAL JOURNALS.

"The General Secretary of the Irish National Teachers' Organisation who, with the vice-president, attended the Annual Congress of the Scottish Educational Institute, tells us that at the Congress dinner the Chief Inspector of the Education Department appealed to all teachers to become regular subscribers to the official weekly journal of the Institute. We flatter ourselves that we know just what the inspector meant. He was not merely appealing to teachers to support their own paper: he was appealing to them to support themselves. A teacher who remains outside his organisation is professionally blind, and a teacher who, whilst a nominal member of his organisation, attends none of its meeting and does not read its official paper is professionally deaf, for he cannot possibly hear what his colleagues are saying." (**The Irish School Weekly**—organ of the I.N.T.O.).

RE-ORGANISATION OF SECONARY EDUCATION.

The Teachers' Guild of Coimbatore and the Nilgris would recommend the following proposals in respect of the schemes for the reforms of Secondary Education in the Madras Presidency.

Aims and Ideals. Any well-planned scheme of Secondary Education should provide for the production of a class of citizens who will have a healthy body and a healthy mind. In the contents of its scheme it has to provide for the difficult two-fold task of laying suitable foudation for the specially intellectually fitted for their further advanced studies in the Universities, and of giving the required training for that very large number of pupils whose bent of mind may not be for the advanced courses in the Universities and who will have to be equipped for entering suitable occupations by well devised variety of courses of studies with pre-vocational aims or leading to definite vocational aptitudes. A further definite object to be kept in mind will be to provide satisfactory general course of study for both the above two types of pupils so that the required general knowledge and training may be given to enable all the pupils for the discharge of civic and other duties. Another object to be kept in mind is the necessity for medical inspection of boys and girls from the lowest classes with a view to the development of the physique, and for moral instruction with a view to a leavening of the pupils' minds. A divorce from national economy is unthinkable in any sound scheme of Secondary Education, and the ultimate aim should be to give every pupil the chance to serve the nation either as an intellectual or as physical labourer.

Education of girls. The problem of education of girls is now coming more and more to the front. A large volume of opinion in our country will not permit of co-education beyond the primary or perhaps Middle School stage. Further the aim to be kept in view in respect of girls' education will not be conceded as the same

as in the education of boys. The importance of a girl being equipped as a good house-wife, first and foremost, cannot be over estimated. Thus there is a need for changing their curricula of studies to bring about this result.

Duration. In view of the rightly increasing importance of Elementary Education for the masses the primary course should in no case be shorter than five years. The duration of the Secondary School course may well be six years, three years in the Middle School and three in the High School, as now obtaining. The admission of pupils to the first year class of the Middle School would ordinarily presume a previous five year course in Elementary Schools or other training, in special cases, which would satisfy the admitting authorities. The Middle School course for three years will be common for all pupils. The subjects taught may mainly be as at present but one definite aim must be to provide compulsorily for manual training by gardening work or other simpler forms of hand work such as card board, basketary, book-binding etc.

Bifurcation of Courses. The course in the fourth form or the first year of the High School will continue to be as the present and bifurcation of pupils into the vocational or academic will begin in the fifth form and will extend for two years, forms V & VI of High School course. Whichever of the two courses is chosen by the pupil, the standard of English and of the other compulsory subjects for the two years for both the courses will be the same. Any attempt to differentiate the standard will introduce complication in practical working and will fail to secure the required finish for a large number of pupils.

Medium of Instruction. The mother tongue should be the medium of instruction in Middle School course and, where ever possible in the High School course as well. This need not at all be considered as clashing with the standard of English kept in view; rather, with the mother tongue as the medium of instruction in non-language subjects the pupils will have increased facilities for the study of English.

Examination. The subject of Public Examinations is at present day one that does not commend itself to several thinkers and authorities in the educational fields. In the ideal state we may also agree to a complete abolition of all public examinations. But there are important practical considerations. This guild does not at all favour any public examination at the end of the Middle School course. The admission to the High School course may well continue to be as at present. The question then to be considered is the advisability or otherwise of public examinations at the end of a High School course. Far various reasons this guild would favour a public examination at the end of the High School course. But this examination need not be conducted by one common board for the whole presidency. Rather, we would like to have different groupings for this purpose, either on the linguistic basis or the basis or grouping in respect of Divisional Inspectors now appointed in the presidency. Thus we shall have a number of S.S.L.C. Boards instead of one common board. The need for this diversity is evident in view of the variety of the courses of study and bifurcation of the High School into two courses, Academic and Vocational. In each S.S.L.C. Board there may be representatives of Headmasters, Educational Officers, Experts in vocational subjects and University.

Schools may in the first instance be given the discretion to have the vocational and academic courses side by side, but it is for them to become specilized in due course, each according to its own financial strength and the needs and exigencies

of the locality. Thus there will be two lines of schools, one for turning out workmen and the other to develop the academic side.

Teachers. With a view to have teachers efficiently trained for the vocational courses, such of them as are fit and may volunteer may be given training in their respective subjects in approved industrial schools, but it may be profitable at the start, to benefit by the practical methods of approved Indian craftsmen.

Finance. It is unthinkable to work out any scheme of Secondary Education without the necessary aid proceeding from the Government. The system as outlined now can work at all only if due provision be made in the budget for the increased expenditure that becomes inevitable.

Curricula. The following curricula of studies may be adopted for the High School course in forms V & VI under the new scheme of bifurcation.

(A) ACADEMIC.

Compulsory.—(four subjects) (1) English, (2) Second language, (3) Elementary Mathematics, (4) General Knowledge which includes subjects intended to give a proper grounding in up-to-date knowledge to fit the pupils to proper discharge of duties.

Optional. (Any two of the following) (1) History of India and England, (2) World Geography, (3) Mathematics, (4) Physics and Chemistry, (5) Biology or Botany, (6) Commercial subjects, (7) Mechanical and Electrical engineering, (8) Classical foreign or Indian languages, (9) Agriculture.

(B) VOCATIONAL.

Compulsory. (Same as Academic).

Optional. (Any **two** of the following) (1) Agriculture and Horticulture, (2) Photography, (3) Wood work, (4) Metal Work, (5) Spinning and Weaving, (6) Drawing and painting, (7) Music, (8) Shorthand and type writing, (9) Printing, (10) Mechanical and Electrical engineering, (11) Salesmanship and Banking.

Note. The Universities as well as the Higher Industrial schools should have a free hand in the choice of students for their courses. They should be allowed, in the interest of efficiency and expediency to make the selection themselves in any manner they may deem fit and necessary.

S. I. T: U: PROTECTION FUND

OBITUARY

1. Mr. K. V. Anantharaman, Reg. No. 853, Assistant, Municipal High School, Karur, died on 13-1-37.

2. Mr. S. R. Subramania Iyer, Reg. No. 254, Commercial Instructor, Caldwell High School, Tuticorin, died on 7-2-37.

The nominee of the former will get Rs. 270 and of the latter Rs. 580 on production of the necessary claim documents.

FROM OUR ASSOCIATIONS

TRICHINOPOLY DISTRICT TEACHERS' GUILD

The second quarterly meeting of the Trichinopoly Guild was held to-day in the E. R. High School with Mr. V. Saranatha Iyengar, Principal, National College, and the President of the Guild, in the chair.

Nearly 200 teachers from the district were present.

Mr. N. Natesa Aiyar, Secretary, Municipal Teachers' Association, welcomed the teachers. He gave figures pertaining to elementary education in this district and pleaded for more grants and equipment for schools and for better status for elementary school teachers.

Mr. S. K. Yegnarayana Aiyar, President of the South India Teachers' Union, welcomed the Association of Elementary School Teachers into the Guild. Ever since 1924 the South Indian Union had confined its activities to secondary schools and elementary school teachers did not join them. When the Protection Fund was started, it was more useful to elementary school teachers. But they were too slow to come in. The Union sent in a circular recommending the affiliation of Elementary Teachers' Associations and Trichy had been foremost in doing that work, thanks to the efforts of Mr. S. T. Ramanuja Iyengar.

The President said that their strength lay not merely in numbers, but in their enthusiasm for the cause. The Elementary Education Act would shorty be amended and various amendments were before them for discussion. They must give the elementary school teachers proper status and better facilities for imparting education.

The Guild approved the report prepared by Mr. S. T. Ramanuja Iyengar on the disabilities of elementary school masters from the replies received to a questionnaire issued by the Guild on the basis of resolutions passed at the last Provincial Educational Conference. Among other things, the report pointed out the disparity in the scales of pay prevailing in the three municipalities of the district, the District Board, Labour and aided-schools and concluded with an appeal for enquiry by the Government in order to fix uniform scales of pay, leave and conduct rules for teachers in all schools and provide guarantees, legislative and administrative. for the teaching service.

AMENDMENT OF ELEMENTARY EDUCATION ACT

A draft Elementary Education Bill prepared by the Managing Committee thoroughly revising the existing Elementary Education Act was then discussed at some length and adapted. It was sent to the South India Teachers' Union for placing it before the new legislatures. It provided, among other things, for the creation of a School Board in each Panchayat or Municipal area, which would have a fund consisting of the education cess, the annual contribution from the local authority and the Local Government, all fines and penalties levied in local area, all income from the Common Good Fund of public institutions, all school and tuition fees, all income from local endowments towards education and other sums contributed to or received by the Board; for compulsion within five years from the commencement of the Act. A standardised salary of Rs. 20 to Rs. 50 for higher grade, Rs. 30 to 60 for Secondary Grade and Rs. 50 to Rs. 80 for a collegiate man were to be deemed one of the conditions for recognition.

Mr. H. Halasyam, M.L.C., **promised on behalf of the Congress Party to which he belonged, to take steps to redress their grievances on the lines suggested at the meeting, should the Congress Party get into power in the legislature of the Province.**

A dozen resolutions were passed at the meeting, the first three of which demanded departmental and legislative guarantees in case teachers were prosecuted for criminal offences and recommended that the Vigilance Committee should study the Trichy teachers' case (which ended in their acquittal) and investigate the professional issues involved. The creation by the Directors of a Standing Committee in each district consisting of the District Inspectorate and the Guild members to survey and study the professional needs, standardisation of all leave rules in aided schools, enquiry into the service conditions, consolidation of elementary schools by a system of affiliation, a protest against the new procedure of having central examination centres for S. S. L. C. students formed the subject of other resolutions.

WASTAGE AND STAGNATION

The Guild did not endorse the reasons adduced by Government for the alleged wastage and stagnation in elementary schools and opined that the efficiency of a school was not merely dependent on the number of standards or the average attendance but on the quality of teaching and the general service rendered to the locality. It was recommended that for every five teachers there should be one extra teacher for relief and for reassessment of grant the number on rolls should be 25 pupils with an average attendance of 18 pupils.

The Guild considered that the proposed increase in the Inspectorate was unnecessary and suggested instead the institution of non-official visitors of schools from among the educationists of the locality to serve as a link between the department and the school.

The invitation of the Rajah Higher Elementary School at Bikshandarcoil for holding the next meeting of the Guild there in the first week of April was accepted with thanks.

In the afternoon session, Mr. S. K. Yegnarayana Aiyar delivered an address on "The Elementary School Teacher—his rights and duties." He said the whole educational machinery had to be looked upon as one interconnected whole. Elementary education was of great importance as being the foundation of the whole structure. Speaking on the rights of the elementary teacher, he said that the first was the right to a decent existence, secondly, security of tenure and good service conditions. Above all, the elementary school teacher should try to win back the respect he once commanded from the people. That could be secured by effective organisation. He gave the instance of the National Union of Teachers in England who had organised themselves so successfully as to send even members to Parliament. With regard to his duties, the lecturer said that the teacher should increase his general and technical knowledge regarding method of teaching. There was great scope for educational experiments, but very little was being done in India. They merely followed the methods advocated by western educationists which might be suitable to conditions in England but they did not adapt them to the needs and requirements of India. The teacher must take his legitimate place in public activities not inconsistent with his own work such as the scout movement, the library movement, adult education and co-operation, in which case he would win back in due course the position of honour he once occupied.

Mr. S. Veeraswami Pather, Senior Deputy Inspector of Schools, delivered an address on "New Ideals in Rural Schools."

1. DEPARTMENTAL GUARANTEES

The Guild appeals to the Director of Public Instruction to incorporate in the M. E. R. the following amendment:

A teacher in any recognised Educational Institution prosecuted for alleged **illegal un-professional** conduct in the discharge of his or her work as a teacher or administrator within the premises of the Institution shall be entitled (after due enquiry by the authorities of the Institution) to be defended at the charge of his or her employer.

2. LEGISLATIVE GUARANTEES

The Guild appeals to the members of the Indian Legislative Assembly so to amend the I.P.C. as to include in it a provision that previous sanction of the Educational Department is necessary to prosecute any member of the Teaching profession serving in any recognised Educational Institution, for offences alleged to be committed in the discharge of his or her duties.

3. S. I. T. U. SERVICE CONDITIONS BILL

The Guild requests the S.I.T.U. to place at an early date the final draft of the Teachers' Service Condition Bill for public criticism so that the bill might be placed before the new legislature.

TRICHY TEACHERS' CASE

(a) The Guild rejoiced at the acquittal of Teachers of the National College High School in the criminal case against them;

(b)) requests the National College management to meet the cost of defence of Mr. P. S. Ganesa Sastri, the then Headmaster and the two other teachers,

(c) and requests the S.I.T.U. Vigilance Committee to study the records of the case and investigate the professional issues involved.

5. THE TEACHING PROFESSION AND THE INSPECTORATE

The Guild considers that (to promote co-operation in educational work) in the interest of **Science and Practice of Teaching**) the Director of Public Instruction should officially constitute in each district a standing committee of the District Inspectorate and the District Teachers' Guild to survey and study the Educational and Professional needs of each district and guide public opinion.

6. LEAVE RULES IN AIDED SCHOOLS

The Guild thanks the Director of Public Instruction for his R. C. No. 3045/E/36 dated 15-12-36 treating Leave Salary paid to teachers and salary paid to substitutes as legitimate expenditure for purpose of grant (not to exceed 4 months at a time and not to exceed 6 months in whole service—leave exceeding 3 weeks) and trusts that steps will be taken to standardise leave rules in aided schools.

7. SERVICE CONDITIONS OF ELEMENTARY SCHOOLMASTERS

The Guild deplores the existence of numerous disabilities in the conditions of service of Elementary School master in all Elementary schools and requests the authorities to make an exhaustive enquiry into them in consultation with teachers' organisations and to redress teachers' grievances in the light of such enquiry and report.

8. CONSOLIDATION OF ELEMENTARY SCHOOLS BY A SYSTEM OF AFFILIATION

The Guild recommends to the Department and Ministry of Education the working out by the District Inspectorate in co-operation with District Teachers' Guild a scheme of **consolidation by affiliation** of existing Elementary schools to Secondary schools in the various areas of the district, so as to ensure expert direction without detriment to their working as schools and elimination of educational wastage and stagnation.

9. THE S. S. L. C. EXAMINATION

This Guild records its emphatic protest against the new procedure of having central examination centres for the S. S. L. C. Examination as it is detrimental to the interests of pupils.

10. ELEMENTARY EDUCATION BILL

This Guild approves of the draft Elementary Education Bill and requests the S. I. T. U. to adopt it and place it before the new legislature.

11. NEW EDUCATIONAL POLICY

1. The Guild does not approve of the reasons adduced by the Government for the alleged wastage and stagnation in Elementary Schools for the following among other reasons: that the statistics given by the Government do not bear on all the facts of the situation.

2. The Guild views with disapproval the implied curtailment of the existing school services through single teacher schools and plural teacher schools.

3. The Guild is of opinion that the efficiency of a school is not merely dependent on the number of standards or on the average roll or attendance but also on the quality of teaching and general service rendered to the locality.

4. The Guild thanks the Government for the increase in the rate of grants for the Higher Elementary and Secondary Grade trained teachers and requests them also to fix the rates of Grants to the Intermediate Secondary Grade Trained Teachers and to L. T.'s in Elementary Schools.

6. With reference to 1 (c) re-assessment of Grant, the Guild recommends that the number on rolls be 25 pupils and the number for average attendance be 18 pupils.

7. The Guild is of opinion that the proposed increase in the Inspectorate is unnecessary and suggests, instead, the institution of non-official visitors of schools from among the Educationists of the locality to serve as a link between the department and the School.

12. Next meeting at Bikshandar Koil, in first week of April.

MADURA DISTRICT TEACHERS' GUILD

After the Introductory Speech by the President of the Guild, Rev. G. P. James, B.A., L.T., B.D.

The annual and audit reports read by the Secretary were passed. The tentative budget was also adopted.

Notice of the following amendments to the constitution was passed:

i. Rule No. 7: Add after 'a list of members thereof' 'with their academic qualifications, designation and pay'.

ii. Rule No. 17: In the last sentence after 'seven members elected from', add 'and, by'.

iii. Rule No. 10: Add after 'Joint Secretary', 'and Treasurer'. Change '5 additional members' into 'as many members as there are school associations'.

N.B.:—The first two were moved by the Secretary and the 3rd by Mr. M. Ramaswami Ayyar of the St. Mary's High School, Madura. The amendments are to be considered by the Managing Committee.

Mr. J. D. Manikam enlightened the house on the impending changes in the Secondary Education as visualised by the Director of Public Instruction. He said that great changes in the Education System could be sooon expected from the bottom to the top. He said the changes of the type under contemplation were already in the West and that heads of institutions should put their heads together to consider what changes should be introduced.

Rev. Father Amalorpavam drew the attention of the house to the article on the Reorganisation of Secondary Education published in the December issue of **The South Indian Teacher** and observed that there was not much scope for Vocational Education in India.

The following resolutions were passed:

PROVIDENT FUND

i. That the Government be specially requested to make necessary arrangements for giving effect to a uniform rate of 4% of interest on all Teachers' 'Provident Fund Deposits and that the Managements be requested to move the Government on the matter.

ii. That, in view of the fact that Government rules permit teachers to subscribe to the Provident Fund up to 60 years, Managements of schools connected with the Madura District Teachers' Guild be requested to allow their teachers to be in service up to the age of 60, where extensions can be given, before terminating their services between 55 and 60 years.

PLAY GROUNDS

iii. This Guild requests the D. P. I. to encourage the opening of adequate play grounds in schools, by the sanction of generous grants for them and by help rendered in the acquisition or alienation of suitable lands in the neighbourhood for the purpose.

SALARIES

iv. That the Guild do request the D. P. I. and the Minister of Education to revise the G. O. issued reducing the scale of salaries for teachers in the Secondary Schools so as to enhance their salary in the fitness of things and persuade managements to enhance their scale in accordance with it.

v. Resolved that the Guild be asked to send invitations to the managements of the respective schools to send 2 representatives, one of the management and one of the staff, so that a Committee of these persons may work out the minimum pay of a teacher in respective grades to be employed in the schools connected with the Guild, the convener of the Standing Committee on Status and Efficiency being the convener of the new Committee.

MANUAL TRAINING

vi. In view of the important place of Manual Training in the S. S. L. C. Curriculum and its importance considering the present day needs of the country, we appeal to the D. P. I., Madras, to enforce introduction of Manual Training in all our schools by giving separate adequate grants to them for equipment and upkeep of Manual Training department in our schools.

M. A. DEGREE EXAMINATION

vii. That the Academic Council of the Madras University be requested to recommend the continuance of the M. A. Degree Examination after March 1937 and to permit teachers of experience to appear as private candidates for the same as usual.

S. S. L. C. PROBLEMS

viii. Resolved to request the authorities that attendance may be given to candidates on Public Examination days so that they might not have shortage of attendance, from this year onwards, and particularly for this year in view of the Examination coming off one week early and the holidays necessitated by the February Elections.

ix. Resolved that the S. S. L. C. Board be requested not to change the existing arrangements of centres for the conduct of S. S. L. C. Examination as it would entail a great deal of expenditure and inconvenience to the pupils apart from the disadvantage of a strange centre.

INSPECTION OF ELEMENTARY SCHOOLS

x. This Guild, while appreciating the usefulness of frequent surprise visits by inspecting officers to Elementary Schools for discarding bogus and inefficient schools, begs respectfully to point out to the D. P. I., Madras, that these visits are at present overdone to the detriment of the regular work of the schools and the discouragement of even good teachers.

MINIMUM MARKS IN ENGLISH

xi. Resolved to request the Academic Council to accept 35% in English as the minimum for a pass for the S. S. L. C. Public Examination in future in view of the following considerations: (a) The Presidency average in the subject for the past so many years has always been far below 35%. (b) The minimum for a pass in the subject for the Matriculation, Intermediate and B. A. Examinations of the Madras University is only 35%. (c) The minimum for a pass in the mother-tongue is only 35% and (d) The English II paper of the S. S. L. C. Examination in recent years has been expecting a far higher standard of attainment in English than the Matriculation Examination.

ELEMENTARY HIGHER GRADE TEACHERS

xii. Resolved to request the authorities to grant Elementary Higher Grade Teachers, Trained S. S. L. C. certificates on their passing or completing the S.S.L.C. Examination privately instead of the Matric Examination as at present.

NAMES FOR THE PRESIDENTSHIP OF THE PROVINCIAL CONFERENCE

The following names were nominated for the Presidentship of the coming Provincial Educational Conference: 1. Prof. A. R. Wadia, Mysore. 2. Mr. C. R. Reddy, Andhra University. 3. Mr. Chandrasekaran, Travancore. 4. Mr. K. S. Vakil, Kolhapur. 5. Mr. I. N. Menon, (Cochin), 6. Mr. E. G. McAlpine, (Mysore).

OFFICE-BEARERS

The following Office-bears were elected for the next 2 years:

President:	Rev. G. P. James, B.A., L.T., B.D.
Vice-President:	Mr. M. R. Rangaswami Ayyangar, M.A., L.T.
Secretary:	Mr. V. Aravamuda Ayyangar, B.A., L.T.
Joint-Secretary:	Mr. M. Somasundaram, B.A., L.T.

CONCLUDING REMARKS

The Chairman, in the course of his concluding remarks, expressed the need for a meeting of the Guild in April 1937 before the Provincial Educational Conference, with a view to consider a number of problems to make concrete recommendations to the Conference from this Guild.

With a vote of thanks by the Secretary to the U. C. H. School authorities for having placed their school premises at the disposal of the Guild that day, the meeitng terminated.

THE SALEM DISTRICT TEACHERS' GUILD

A meeting of the Reception Committee of the 27th Provincial Educational Conference, Salem was held in the London Mission High School Hall on Saturday the 30th January, 1937 at 12-30 p.m. presided over by the Chairman, G. F. F. Foulkes Esq., M.L.C., Zamindar of Salem.

The Chairman in his opening speech referred to the complete success of the Conference and thanked all those who were responsible for the same. The Conference Secretary Mr. A. V. Sundaresa Iyer, B.A., L.T., read extracts from the Conference Report as well as the statement of Receipts and Charges. After the Report and the Statement of Accounts were adopted, the Chairman exhorted the teachers to continue their work vigorously and to foster and develop the new contact made during the Conference and perfect them during the next session of the Conference at Tanjore.

With a vote of thanks by Mr. M. K. Swaminatha Iyer, M.A., L.T., of Tiruchengode on behalf of the Guild for the Reception Committee and the Office-bearers thereof the meeting terminated. The President then dissolved the Reception Committee.

The annual meeting of the Salem District Teachers' Guild was held on Saturday the 30th January, 1937 at 12-30 p.m. in the London Mission High School Hall, Salem . Mr. Bernard Thomas, M.A. (Oxon.), Princiual of the Salem London Mission High School, was voted to the chair.

The minutes of the last meeting were read and approved. The Auditors' Reports for the years 1935 and 1936 were then read and approved.

Then the Joint Secretary, Mr. K. S. Chengalroya Aiyar made a fervent appeal to the assembled gathering to strengthen their professional organisation. Among the various ways, he suggested the enrolment of all the Elementary School Teachers' Central Associations as members of the Guild. He pointed out how the women teachers had been standing out of the organisation thus far and requested them to become members of the Guild. Yet another method was to canvass for

subscribers to the 'South Indian Teacher' and 'Balar Kalvi', the organs of the S.I.T.U., and all the teachers to enrol themselves as members of the Protection Fund, in their as well as their comrades' interest. He also stressed the need for the executive of the Guild to go about the District so that the constituent associations may be made to take more interest and for the holding of quarterly meetings of the Guild to discuss all questions of importance. Lastly, he wound up his speech by thanking all the members of the Reception Committee of the last Provincial Educational Conference for having so succesfully conducted the Conference and for so ably husbanding the finance as to find means for printing the report.

Some changes were made in the rules of the Guild. The number of Vice-Presidents was increased to two. Elementary School teachers' Associations were given the right of returning a member from amongst them to the Executive Committee of the District Guild and in view of this enlarged Executive Committee the quorum for a meeting of the Committee was raised from 7 to 9.

The report and the statement of accounts of the 27th Provincial Educational Conference presented by the Reception Committee was approved and it was resolved to thank that Committee for placing the balance with the District Guild.

The invitation of the Namakkal Board High School Teachers' Association to hold the next District Conference and Guild meeting in November, 1937 in Namakkal was accepted with thanks.

The election of the office-bearers of the Guild for 1937 then took place.

Mr. Bernard Thomas, M.A. (Oxon.) Principal of the London Mission High School, Salem was elected President. Messrs. S. M. Lakshmana Chettiar, B.A., L..T, Head Master of the Board High School, Rasipuram and R. Narayanaswami Iyer, B.A., L.T., Head Master of the Board High School, Krishnagiri, were elected as Vice-Presidents, Mr. D. Duraiswami Aiyar, B.A., L.T., of the Municipal High School, Salem, Secretary and Mr. K. S. Chengalroya Aiyar, Joint Secretary.

The heodquarter of the District Guild was fixed at Salem for the present.

Mr. K. S. Chengalroya Aiyar was re-elected to the S.I.T.U. Executive Board as the Guild's representative for the year 1937-38. It was resolved to sanction the travelling expenses for attending the Board meetings.

Then the President presented a gold medal to Mr. Narayana Rao for his catering at the time of the 27th Provincial Educational Conference held at Salem during May 1936.

The following resolutions were then considered and passed.

1. Resolved to request the Managements of all schools to make grants towards the provision of books and equipment to Scout Groups and free supply of uniform to the poor members thereof.

2. Resolved to request the Salem District Economic Council to start a free circulating Library, one at least for each Taluk.

3. Resolved to request the Local Bodies to appoint Secondary Grade Teachers working in Elementary Schools, in Secondary Schools when there are vacancies in that grade.

4. Resolved to request the Government to raise the scale of pay of Secondary Grade Teachers working in Local Board Elementary Schools to that obtaining in Secondary Schools.

5. Resolved to request the Local Bodies to give the benefit of the fundamental rules to the teachers in Elementary Schools.

6. While thanking the Director of Public Instruction, Madras, for admitting leave salary for purposes of teaching grant to aided Secondary Schools, this meeting of the District Teachers' Guild requests him to modify his Proceedings R.O.C. No. 3043 E-dated 15-12-1936, so as to make them conform to the Fundamental Rules.

The Guild placed on record its appreciation of the services rendered in its cause by the outgoing Vice-President Mr. Edwin I. Rajarathnam, B.A., L.T., Head Master of the Board High School, Namakkal.

The Joint Secrtary proposed a vote of thanks to the President and others and to the authorities of the London Mission High School for their kind permission to hold the Guild meeting there.

Atfer the close of the meeting the members of the Guild were entertained at a tea-party.

K. S. CHENGALROYA AIYER,

12-2-1937. **Joint Secretary.**

FUTURE OF PRIMARY EDUCATION

Under the auspices of the Salem District Teachers' Guild, a meeting was held on the 30th January, at 5 p.m. in the London Mission High School Hall, when Rev. A. H. Popley, Principal of the L. M. Community Training School, Erode, delivered a lecture on "The changes in the ideals of Elementary Education today." Mr. Bernard Thomas, M.A., President of the Guild presided.

Mr. Popley paid a tribute to the teaching profession and appealed to the teachers not to lose sight of the fact of their belonging to a very noble calling in spite of their poor pay and prospects in service. Conditions were fast changing to-day and for India to take her rightful place in the comity of the world's nations, it was necessary to have an educated and intelligent set of citizens in the future. Those who were to-day in charge of the education of the land, had a great responsibility thrown on their shoulders in devising ways and means to spread education in the villages. The wastage complained of in the first five standards had to be avoided and elementary education had to be improved in several directions.

Much depended in the future on the kind of training imparted to the elementary school teachers themselves in the training schools. Mr. Popley here quoted "The Hindu" Educational Supplement and paid a tribute to the services rendered by that journal in the cause of education in India.

The President said that he hoped teachers in elementary schools would join the Guild in large numbers and derive the benefit accruing from such useful talks upon the topics of the day.

Mr. V. Duraiswami Aiyar, B.A., L.T., Secretary of the Guild, proposed a vote of thanks.

K. S. CHENGALROYA AIYAR,

Joint Secretary.

STATEMENT SHOWING RECEIPTS AND CHARGES OF THE 27TH PROVINCIAL EDUCATIONAL CONFERENCE HELD AT SALEM IN MAY, 1936.

Receipts.

Particulars.	Amount.		
Fees from the members of the Reception Comittee ..	423	4	0
Donations ..	990	13	9
Contribution by students' co-operative stores and co-operative societies ..	82	12	0
Delegates' Fees ..	91	0	0
Rent from Educational Firms ..	124	0	0
Boarding fees ..	244	3	0
Sale of Guide Books ..	13	15	0
Guide Book advertisement charges ..	210	10	0
Miscellaneous:			
(a) Sale of articles ..	23	12	6
(b) Bus fares ..	23	5	9
Grand Total ..	2,227	12	0

Charges.

Particulars.	Amount.		
Printing:			
(a) Guide Book, Presidential Address, etc. ..	517	4	0
(b) Conference Report ..	96	6	3
Stationery, Postage and Telegrams ..	212	14	6
Travelling Expenses ..	197	1	0
Food charges, delegates, workers and others ..	598	0	0
Delegates fees paid to S.I.T.U. ..	45	8	0
Lighting Charges ..	70	9	9
Cost of cups and medals ..	107	9	9
Miscellaneous:			
(a) Bus charges ..	37	5	6
(b) Commission on cheques.	1	12	0
(c) Reporter's Bills ..	30	0	0
(d) Badges ..	16	4	9
(e) Photo ..	11	6	0
(f) Garland ..	20	0	0
(g) Loud speakers ..	5	0	0
(h) Band ..	8	0	0
(i) Decoration ..	28	7	6
(j) Sheds, etc. ..	35	6	0
(k) Cooly and cartage ..	45	3	0
(l) Remuneration to workers and servants ..	63	5	9
(m) Sundries ..	67	7	4
Closing Balance with the Treasurer (Handed over to the District Guild) ..	12	12	5
Grand Total ..	2,227	12	0

Salem }
25-1-1937 }

Checked and found correct

(Sd.) A. AIYASWAMI,
(Sd.) E. VENKATASUBRAMANIAN,
Auditors. 9-9-36,

(True Copy)
K. S. CHENGALROYA AYYAR,
Joint Secretary,
Salem District Teachers' Guild.

(Sd.) V. VEDANAYAGAM,
Hon. Treasurer.

TEACHERS' BOOK-SHELF

The use of Reference Books. (Macmillan's Senior School Series) by F. W. Chamber, 1sh.

This is book C of Terminal Series of English study published by Messrs Macmillan & Co., Ltd., and will be found useful as an introductory book for Library work in our secondary schools.

Now that library hours find a place in the time-table of all forms in secondary schools in our presidency, teachers will feel the need for training the children to make intelligent use of a hand book, catalogue, encyclopaedia or other work of reference, and also of an index or a summary of contents and for such a purpose, no better book that can be safely placed in the hands of our children can be found.

V. B.

Longman's Matriculation Algebra. Published by Messrs. Longmans Green & Co., Ltd., Price Rs. 2.

The book under review is the third edition of the well known Matriculation Algebra and contains in addition to matter of previous editions, a chapter on Quadratic graphs. The book has been carefully revised and the few typographical errors found in the second edition rectified.

V. B.

Sanskrit Self-Instructor, Part I. By N. E. Venkatesa Sarma, Price Re. 1. Published by Sri Andal Fund Office, 109, China Bazar Road, G. T., Madras.

This book is of two parts and the first part contains all the nouns with roots and derivative meanings. At the top Amara Slokas are given in bold types. The classifications of lessons are very many unlike Amara. For all the lessons and important subjects an alphabetical index is given. At first the alphabets are given with Tamil pronunciations. In some places the slokas are slightly modified, omitting unimportant words. In some places additional slokas are given to facilitate better understanding of ideas.

Drawing in Indian Schools. By D. D. Sawer, with a foreward by Miss I. H. Lowe, Deputy Directress of Public Instruction, Madras. Published by Messrs. Blackie & Sons, Ltd., Madras.

Many of our Drawing masters are quite proficient in their subject but it must be admitted that drawing as subject in our schools is a much neglected subject. Many are the causes for this sad state of affairs. Drawing and Painting are not looked upon, unfortunately as important subjects and no credit is given in the school record for proficiency in these arts. Our drawing masters though very skilful themselves have not had that training necessary to develop a practical art course to children. Furthermore, it must be admitted that our art

masters have mostly to depend on their resources and do not have that very necessary aid, a text-book.

Miss Sawer, with her wide experience as a teacher of art to young children and to students in training has done a good service in preparing this book. She has kept in mind the conditions prevailing in Indian schools and also the limited environment of most of our children particularly girls. She has admirably succeeded in her aim to treat the subject on the most modern and practical lines. In the first chapter which is mainly intended for teachers of the subject, the author has given a very clear exposition of the theory of teaching Drawing and the applied arts. The book deals with all aspects of teaching Drawing. It is profusely illustrated with attractive illustrations which clearly bring out the various suggestions given in the text. The book is priced Rs. 3-8-0 and we hope school authorities would find this a very helpful and useful book.

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COOPER, Publishers, BOMBAY,

EDITORIAL

REORGANISATION

The Council of the Madras Teachers' Guild has forwarded to the South India Teachers' Union its report and recommendations on the Reorganisation of Secondary Education and the working committee of the Union is hoping to bring up this matter for consideration at the ensuing Provincial Educational Conference to be held at Tanjore in May. The public owes a deep debt of gratitude to *The Mail, The Hindu* and the *Indian Express* for the publicity they have given to the scheme and for the suggestions they have made in their editorial comments. It is now for the public to give their careful consideration to the different aspects of the problem dealt with in the report and express their point of view. The local government has, we understand, been pleased to forward to the Union for expression of opinion a copy of the draft resolution containing the extract on Reorganisation of Secondary Education. There are certain points in the draft resolution in regard to which there can be no difference of opinion. No one should hesitate to adopt measures which will remove the points of difference. We feel that a satisfactory solution of the problem will become possible if the government be pleased to request the Director to convene a small conference of the representatives of the Department, the Management and the South India Teachers' Union so as to enable them to understand one another's point of view.

Some of the observations in the Editorial comments referred to above are likely to create a wrong impression in the mind of the public and an explanation is therefore necessary. *The Mail* does not seem to favour the lengthening of the High school course by taking one year from the primary sage and it expresses the view that "it is extremely doubtful whether pupils who have not passed through the full elementary school stage may be admitted to the secondary school without impairing the efficiency of secondary education." Is the suggestion of the Guild a "retrograde" one ? In Western countries where the compulsory period of elementary education extends to 15, it is the rule in secondary schools to take in pupils at an earlier age. Even in our own province many are the secondary schools which have been maintaining fourth and fifth classes. Considering that secondary schools are on the whole better than elementary schools in regard to regularity of attendance, staff and equipment, it will be an advantage for bright boys to be admitted at the *fifth standard stage* to the secondary school. It is far from the intention of the Guild to reduce the period of compul-

sory attendance and no one will say that any pupil of elementary school will become worse by joining the secondary school at the fifth standard stage. *The Hindu* seems to appreciate the value of the suggestion for the abolition of a public examination but it feels that " it would take a good deal of persuasion to make either the public or the authorities concerned view the suggestion made in the report with favour, though, obviously, there are valid arguments in favour of the school certicate." That is exactly the service which we desire *the press* in our province to render and the Guild has no doubt that *the press* will do its best to give the proper lead. The faith which the teaching profession and public have in the external public examination is touching though they cannot point to any benefiicial result. Is there any one who can plead that the public examination is of any use in improving the methods of instruction ? Can any one say that success in the examination can give any indication of the aptitude of the pupil ? Let the readers go through the article of Dr. Ziaudin Ahmed published in the January issue if an expert opinion be necessary. The unreliability of a public examination has become a common topic and our system will be antideluvian if the future career and life interests of thousands of pupils should yet continue to depend on an admittedly unreliable external examination. Modern methods of testing can give a truer estimate of the pupil and the public which speaks vehemently of the slaughter of innocents once a year should have the foresight tc urge the school authorities and the government to adopt more reliable and scientific tests.

The official documents relating to reorganisation such as the letter from the Government of India to the Local Governments, the resolution of the Universities Conference (1934) and the draft resolution of the Madras Government, leave no doubt in the minds of the reader *re* the need for reorganisation. The situation is clearly pointed out in the letter of the Government of India in the following terms :—" There is, first, general agreement as to the diagnosis of present troubles and discontents. The Hartog Committee were justified in observing that the present type of high and middle English school has established itself so strongly that other forms of education are opposed or mistrusted, and there is a marked tendency to regard the passage from the lowest primary class to the highest of a high school as the normal procedure for every pupil. In consequence, large and increasing numbers of pupils prolong unduly a purely literary form of education with the result that not only do they congest the classes of universities and high schools alike, but they themselves become unfitted for, and indeed averse from practical occupations and training............ There is

also general agreement that a remedy lies in a *reconstruction of the school system in such a way as not only to prepare pupils for professional and university courses, but also to enable them, at the completion of appropriate stages, to be diverted to occupations or to separate* vocational institutions." Any reorganisation of the scheme should therefore seek to remedy the main defects mentioned above. It is likely that certain statements in the official documents may admit of different interpretations and a certain amount of confusion will be unavoidable. For instance, the reference to large number of students in the university classes is interpreted by the Madras Government to imply " a definite restriction of the number of secondary school students preparing for university entrance." What is obvious from the letter of the Government of India is the need for proper selection whereby such students as can derive benefit may alone proceed to the University. Certainly this need not and should not mean the restriction of the number of pupils. It is such interpretations that create alarm in the minds of the public whenever reorganisation is attempted. Sir Jagadish Prasad cannot complain if the public should view with alarm this proposal of the government and the recent utterance of the Vice-Chancellor of the University of Calcutta is quite against any restriction of the facilities for higher education. No one will complain if the university should choose to adopt a reasonably high standard but it is quite a different thing to propose that the number should be arbitrarily reduced because of unemployment or other extraneous factor not directly related to the fitness of the pupil. A reorganisation scheme which aims at arbitrarily reducing the number at different stages by several devices will be more in the nature of an obstacle race.

It is not for us to say anything by way of criticism about the draft resolution of the Madras Government just now. The diagnosis is clear but some of the suggestions require careful consideration. Though the draft resolution is expected to deal particularly with the provision of suitable courses for diverting students to occupations at appropriate stages, it is unfortunate that more attention is given to the literal or pre-university education. As for diversion, the draft resolution states as follows : " The alternative course to be provided at the end of the IV form needs careful planning and consideration and government do not intend within this resolution to give a detailed account of the possibilities in this direction." One may well wonder what urgency there is about pre-university education ?Will it not be a great help if we could have at least an outline of the alternative course ?

We take the liberty to invite the attention of the public to the following observations in the draft resolution and it is refreshing

to see in them the same sentiment contained in the report of the Madras Teachers' Guild. "Government realise that the large alteration in the school courses suggested in this chapter will take time by adjustment to be brought into completion but however difficult the adjustments may be in actual practice government feel strongly *that the time has come not merely to discuss and debate over the alterations possible in the secondary school course but to take active steps gradually to bring these alterations into practical effect.*" It is this sentiment that has been prompting the South India Teachers' Union and its affiliated associations and the progress will be smooth if the Director of Public Instruction could arrange to have a heart-to-heart talk with the representatives of the managements and the Union.

CARTE BLANCHE

If one should suggest any reform in the school routine, he is likely to be told that the management may not be for it. The more vocal among the teachers will not hesitate to say that nothing can be attempted so long as the management is what it is. This attitude is fairly common and one may form an impression by no means complimentary to the management. It is good that teachers should begin to realise the implications of the *carte blanche* they would like to have. What does this cry for complete freedom from anybody really mean? People there are who may take this view of the teacher as indicating that he is unpractical and altogether ignorant of the ways of the world. Among teachers themselves this attitude is more often regarded as a convenient pretext for not taking any initiative. Whatever may be the interpretation, the time has come for the teacher to realise clearly that service everywhere implies a measure of control. A management here and a management there may be guilty of objectionable interference but it should be admitted that the management is interested in the school as much as the staff. In every walk of life an individual is free to take the initiative in regard to certain matters and is at the same time expected to hold himself responsible for any line of action adopted by him. One will certainly rise in prestige if he should act honestly in the interests of the school at the right moment. To say that one will begin to think of moving in the matter only if he be given a *carte blanche* is to expect the impossible. What may be required to be done is a measure of protection against the vagaries of the management so that a teacher may be able to discharge his obligations. A strong organisation is what is needed to let the teacher do his duty without fear or favour.

The plea of interference by management is often advanced even with regard to the place of examinations in the life of the school. There is a feeling that the method of the public examination should be vigorously observed right through the school. We are sometimes told that the management will not view with favour any change in the method of examination, let alone the abolition of external examinations. It is difficult to say how the management will view the question but it is for the teaching profession to place all the facts before the management and to help it to understand their position. The present system of examination is no doubt convenient for the management and no one can complain if it should make use of it at our suggestion and form its own opinion about the work of the teacher. But it is expected of teachers to make clear to the management **what the mark list means and what it should not mean in view of the school record.**

The external public examination is still allowed to exercise a dominating influence over the work of the entire school and the methods of instruction and examination bear a direct relation from the *First Form* upwards to the *Sixth Form*. Even the District Educational Officer finds it convenient to refer to the results of the school in the Public examination in his report while a general estimate of the school work will be more useful. Parents are keen on only one thing and the authorities swear by the performance in the public examination. No wonder teachers are making desperate efforts to increase by hook or by crook the number of eligibles. This hot-house culture does no one any good and the teaching profession should speak out just at the present moment. If the system of external public examination as at present conducted be prejudicial to sound education, it should be ended and other devices which would help us to have a reliable appraisal of the outcomes of education should be adopted.

To let the present system of public examination continue with our full knowledge of its unreliability is unprofessional. Our indifference or ignorance is certainly a great disservice. Let Thorndike and Gates explain the position (*Elementary Principles of Education*):—A second cause of the uncertainty in evaluating the outcomes of education is to be found in the marked unreliability of human judgments of the results of school learning. Until very recently, educational products and influences were appraised on the basis of someone's judgment. The appraisal was not a measurement but an opinion. Various studies have shown that opinions on all types of educational outcomes are very unreliable. Even in determining the most obvious achievements of pupils in their own class, expert teachers with the result of weeks of

work, special examinations, and other data before them, are strikingly inaccurate and variable." The two eminent investigators express the view that "in education, as in other sciences and in personal endeavours, the more objective, clear-cut and refined the measures of educational products are, the greater are the possibilities of determining and putting into effect improved educative procedures." Far from opposing the position taken up by the Council of the Madras Teachers' Guild in regard to the abolition of the present system of external examination, it should be the duty of the profession to urge the authorities to call upon the Training colleges in our province to devise suitable tests and educational scales. The limitations of the measurement movement are not unknown but no one who has gone through the pages of the books of modern investigators can gainsay the advantages of the modern tests. The correct view that the management and the teacher should take with regard to tests and examinations is clearly expressed by Dr. J. B. Johnston in his book, *Education for Democracy* (Available in the Madras University Library) as follows:—"Teachers and administrators should not make the mistake of thinking that the tests have to do with them and serve the purpose of comparing their schools with other schools to see which is doing the better job in turning out a product according to specifications. There is the mistake of egotism, of putting ourselves in the centre of the picture. The object of testing is to orient and guide the pupils. The standards of work for the teachers should be the interests, demand and capacities of their students. Let the teacher have ready in brain and library and shop and community the means of responding promptly and fully to the demands of each pupil for growth in intellect and personality and let the teacher put her whole soul and strength into the work. Standardised tests then will help to find out what the pupils have made of their opportunities. These discoveries from year to year should guide them in their future studies, and the composite results should help them in choosing their occupations or professions for life."

WAKE UP!

The note of the Librarian of the Madras University Library published elsewhere is an interesting study. There is no exaggeration of the great service which the library has been rendering and is in a position to render to the thousands of the *alumni*. The very large number of volumes, the variety of books and the efficiency of service are features which are sure to keep the alumni trim and uptodate. The library is kept open all the days of the week and from 7 A.M. to 8 P.M. The library staff has always been keen on offering the

help that the public needs. The Syndicate should be congratulated on the wise and great step it has taken to extend the facilities of library service to mofussal graduates. Here in the library is an institution where the *alumni* can hope to get what they want for their cultural and professional equipment.

The letter of the Librarian is a kind invitation and appeal to the *alumni* to become book-minded and nothing will gladden the library staff so much as continued demand for books of advanced nature. It is a pity that the number of volumes issued under education should have gone down in the month of January. An explanation may possibly be given but it is difficult to overlook the fact that teachers have not been utilising the resources of the library as much as they may be expected to do. Educational reconstruction is the talk of the day and hundreds of books containing valuable and useful information on the different lines of reform attempted throughout the world are available in the library. Is it not a matter of duty that teachers should acquaint themselves with the trend of events ? Should they still continue to move as if their duty is just to act according to instructions and to take what is offered ? The teachers in the city are placed in a peculiarly advantageous position and every school in the city may have a study circle so as to build up a well-informed educational opinion on the different problems. The teachers in the mofussal are not denied the privileges of membership and the Syndicate has altered the rules which will hereafter keep the alumni in the mofussal in touch with the University. It should be easy for the teachers in each school to enrol themselves as members and to make use of the library facilities. We should like to invite the attention of our readers to the following observations of the Librarian :—" *The fall in the use of books on Education is not easily explained. The number of students of the Teachers' College who are members of this library is smaller this year.* But that cannot explain the whole of the fall. Though the fall cannot be easily explained, there is no doubt that it is unfortunate. *In these days, when every nation is charged with the slogan of New Education as the panacea for all ills, if the library issue can be taken as a reliable index, it is sad to reflect that there should be such a slackness of interest in education in our area.* This apathy may be due to economic, political, and administrative causes. *But if the fall persists in the remaining months of the year, there is no doubt that its evil effect on the general bring-up of our community will become visible in a decade or so.*" The study of the Librarian should open the eyes of teachers and managers. We appeal to the management to afford monetary facilities to teachers to enable them to become members and to meet the recurring parcel charges. Will teachers wake up ?

NEW EDUCATION FELLOWSHIP

In March 1936 we wrote about a contemplated visit of a New Education Fellowship delegation to our country. For various reasons the delegation could not come then. But we have now been authoritatively informed by the Secretary of the New Education Fellowship, England, that a delegation of three or four representatives will be undertaking a visit to this country in October of this year. We are told that the delegation will be visiting Madras on the 25th October and stay here for a week. The personnel of the delegation is not yet definitely fixed up but Rektor Zilliacus and Mr. Salter Davies are expected to be two of the members of the delegation. Rektor Zilliacus is a member of the Executive Board of the New Education Fellowship since its inception. He has visited a large number of schools in Europe and America. He is the founder of the Experimental school in Helsingfors in 1928, of which he is still the Headmaster. As joint chairman of the New Education Fellowship Commission on Examinations, he had great opportunities for studying the Educational and Examination system of various countries, an experience which he had turned to good account in preparing the book "Examination Tangle and the Way Out" of which he is the joint-author.

Mr. E. Salter Davies, C.B.E., M.A. (Oxon), the other member of the delegation, is the Director of Education, Kent. He is an ex-President of the Association of Directors and Secretaries for Education and has been the expert advisor on educational matters to the Army. It is indeed fortunate that at a time when we are all agreed on the need for a re-orientation of education in our country, a delegation of such distinguished educationists belonging to the New Education Fellowship should have decided to visit our country. We have no doubt that teachers of South India will be eagerly looking forward to the visit of the delegation. We appeal to them to help the Union to extend a hearty welcome to the delegation and to let them have an interesting time during their stay in our province. We shall be giving from time to time through these columns further details about the visit.

THE CORONATION : ITS HISTORY AND MEANING. By E. H. Short.

We congratulate the National Union of Teachers on the publication of this attractive Coronation Souvenir in commemoration of the coronation of Their Gracious Majesties King George VI and Queen Elizabeth. The Right Hon'ble Oliver F. S. Stanly, President, Board of Education, has written the foreword in the course of which he observes, "In this book, the selection of material and its presentation seem to me to be well done. Incidents are recounted in a graphic way ; personalities are

made to live ; the romantic side is stressed and the illustrations help to impress and fix by visual means the written story of a great institution." The object of the publishers in preparing this book is to present to pupils in schools in an attractive form a historical survey of the origin, rites and ceremonies of the coronation. It may well serve as a guide, a text-book and a souvenir. It is written in simple language, contains 30 beautifully executed illustrations and is attractively bound. It is priced very low at 6d. a copy (postage extra). If school authorities require copies of this souvenir, we shall be glad to order their requirements if required to do so.

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—Journal of the Madras Geographical Association, Oct. 1936.

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